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ABSTRACT

Over the past several years, the role of the Catholic school principal has expanded to include many new tasks that principals of earlier generations never even considered. Today principals need a procedure that will help them recall their many responsibilities, to help them place these in priority, and to give them some sense of accomplishing these tasks. Such are the purposes of this publication. This program, designed for the distinctive training of Catholic school administrators, is grouped into chapters under the headings: "The Principal as Religious Leader," "The Principal as Educational Leader," and "The Principal as Manager." Each of these sections contains a description of the relevant responsibilities and an exhaustive checklist that covers the areas of administrative action, policies and decisions of the supervisory body, a faculty handbook, a parent/student handbook, resources, and issues. A new feature of this revised publication is a year-long calendar that enables the principal to plan for certain quarterly activities throughout the year. All the references have been updated to eliminate those no longer in print and to incorporate those just printed. Emerging issues are also addressed. (KM)

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Brother Theodore Drahmann, F.S.C.
and
Sister Amelia Stenger, O.S.U.

EA 021 218

The Catholic School Principal: An Outline for Action
(revised)

by

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Preface

Over the last several years the role of the Catholic school principal has expanded to include many new tasks that principals of earlier generations never even considered. When the school was completely financed by the parish, the principal devoted full attention to curriculum developments. When all the teachers were members of a religious community the principal focused on personal spiritual development. When the school accepted every child that applied by putting more desks in the classroom, the principal limited public relations to conferences with parents. A new world exists today. These and many other responsibilities engage large portions of the principal's day.

Principals need a procedure that will help them recall their many responsibilities, to help them place these in priority and to give them some sense of accomplishing these tasks. Such are the purposes of this publication.

Years ago the first edition of The *Catholic School Principal: An Outline for Action* appeared and its popularity resulted in two printings of it. Rather than just reprinting it a third time, the authors in consultation with some NCEA staff decided to do a thorough revision which would include aspects of the role of the principal that did not even exist just a few years ago. In order to retain a consistent framework of the role of the principal, the three part outline used by Bruno Manno in *Those who Would be Catholic School Principals: Their Recruitment, Preparation and Evaluation* (1985) was used.

A new feature of this revised publication is a year-long calendar which enables the principal to plan for certain activities for each quarter of the year. All of the references have been updated to eliminate those no longer in print and to incorporate those just printed. Emerging issues are also addressed.

The Department of Elementary Schools expresses its gratitude to the authors, Brother Theodore Drahmann and Sister Amelia Stenger, for their initiative and perseverance in carrying this project to completion. The Department offers this publication to the Catholic educational community with the hope that it will make the multi-faceted role of the principal slightly more manageable.

Bonnie Pryor
President

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June 15, 1989
Department of Elementary Schools
National Catholic Educational Association

Introduction

The Catholic School Principal: An Outline for Action gives a specific overview of the tasks of the head of a Catholic elementary or secondary school in the form of checklists of items in the major areas of responsibilities.

Background

This revised version of the original edition of this publication is coordinated with the qualities and competencies outlined in the NCEA publication *Those who Would be Catholic School Principals: Their Recruitment, Preparation and Evaluation* (Manno, 1985). The latter document was developed by a team of Catholic educators who were selected on a nationwide basis and brought together to develop an outline of the essential outcomes of programs designed for the distinctive training of administrators for Catholic elementary and secondary schools.

Accordingly, the chapters of this revision of *The Catholic School Principal: An Outline for Action* are grouped under these three headings: The Principal as Religious Leader, The Principal as Educational Leader and the Principal as Manager.

The authors' combined experiences as teachers, as principals, as diocesan superintendents of schools, as teacher and student of administration in programs designed for training private school administrators has led them to form a collection of "basics", that is, a listing of fundamental tasks which are the concern and responsibility of the leaders of Catholic secondary and elementary schools, These were originally developed in conjunction with the principals of the archdiocesan schools in St. Paul and Minneapolis, as well as with students in administration classes at the College of St. Thomas in St. Paul, Minnesota, Hopefully, they thus pass the test of reality and practicality, and possess the distinctiveness which characterizes the Catholic school system in the United States.

Organization

A few words of explanation of the various sections of each chapter may be useful to the readers.

This publication is divided into three major sections. These three sections, Principal as Religious Leader, Principal as Educational Leader, and Principal as Manager correspond to the three divisions found in *Those who Would be Catholic School Principals*. Each of these three sections begins with a brief definition of the area and a description of the responsibility of the principal in that area. A checklist follows this description. This exhaustive checklist contains five areas:

1. ***Administrative Action*** - This first area lists specific actions that principals may initiate which would foster religious leadership, educational leadership and effective management. In this area, as in the following, an asterisk (*) points out the priority items, actions that even the busiest teaching principal should not neglect. This is not to say that the remaining tasks are not important, but it merely recognizes the fact that in the press of the school year, there is a limit to the time and energy of the principal, and choices must be made.
2. ***Policies and Decisions of Supervisory Body*** - This second area points out the specific decisions which belong to the group or administrators to whom the principal is accountable. Since the roles of boards, pastors, superintendents and religious superiors differ widely across the country, this section must be interpreted according to the degree of decision-making authority residing in these groups or officials.
3. ***Faculty Handbook*** - This area suggests topics which should be included in handbook of the school's policies and regulations given to teachers.
4. ***Parent/Student Handbook*** - This next area suggests topics which should be included in a handbook of the school's policies and regulations given to parents and students.
5. ***Resources*** - This area attempts to list a few selected references which would be helpful for principals in order to gain further information in that area. Undoubtedly, there are many other publications available, but these have proved to be genuinely helpful aids to Catholic school principals; most of them are readily available through NCEA or other convenient sources. NCEA has a complete list of publications and convention tapes. Past issues of the NCEA journal *Momentum* and *NCEA Notes* contain useful articles.

The diocesan school office and educational consultant for religious communities are always willing to give service. Finally, some states have state offices that assist nonpublic schools.

6. ***Issues*** - The final area departs from the precise format of the previous subdivisions and points out the broad areas where Catholic school administration is indeed an art! These are broad questions of policy and action where there are no definite answers; educators will always be seeking to work out practical solutions to the problems they pose. However, principals should be aware of these issues and should try, in conjunction with their boards, supervisors and/or staffs, to hammer out workable - if only tentative - solutions to guide them in the performance of their duties. Any one of these issues can well be the subject of workshops, faculty meetings and board inservice sessions.

The appendix presents a recommended calendar of administrative plans and actions spaced throughout the year to ensure that necessary deadlines are met.

Format

Readers will note that this publication is written in a checklist format. This is intended to help reduce the frustration which some principals experience due to the multiple responsibilities they have. Manifold responsibilities tend to weigh upon the administrator, with the feeling that one's work is never done. Perhaps the opportunity to see a listing of specific tasks to be done, to decide which are to be done, and to have the satisfaction of checking them off when completed will serve to reduce this frustration. The checklist format is also intended to be an aid to beginning principals, so that they can have some assurance that they are covering the essential tasks included in their responsibilities. Experienced administrators may also find it useful as an "examination of conscience" to be sure that they are "covering all the bases," even though the authors make no claim to be complete and exhaustive in this publication.

Acknowledgement

Many individuals have contributed to this publication, and it would be impossible to name them all. For the original 1980 publication, the author was particularly indebted to his colleagues in the National Catholic Educational Association, especially the Washington staff and his fellow administrators in the department of Chief Administrators of Catholic Education (CACE), to his confreres on the National Education Council of the Christian Brothers and to his student and faculty colleagues in the New Design for School Leadership program in nonpublic school administration at the College of St. Thomas in St. Paul with whom he served before accepting his position in Memphis. A special word of tribute is due to the warm and supportive group of principals of Catholic grade and high schools in the Archdiocese of St. Paul and Minneapolis, whom he had the privilege of serving for six years as superintendent.

The coauthors of the revision wish to thank all those who have given reactions and helpful suggestions to the first edition. These suggestions have been incorporated into this revised version with the hope that it may continue to be of service to the valiant Catholic school leaders of our country.

Special thanks is also given to the staff of the Catholic Pastoral Center of the Diocese of Owensboro for their encouragement and support and the Thompson family for their help with that wonderful piece of equipment - the computer.

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Chapter 1. The Principal As Leader

The principal is the key to a quality Catholic school. The quality of a principal's leadership is affected by the vision, knowledge, competence and personal qualities of the person who holds that position. The principal's leadership is a blend of educational skill, managerial skill and a dynamism which is able to move others to perform well and to grow spiritually and educationally.

Personal qualities of a principal in a Catholic school as suggested in the book, *Those who Would be Catholic School Principals: Their Recruitment, Preparation and Evaluation* include: is mature and open to growth; is intelligent; is organized and flexible; is caring and supportive; is challenging; is a person of hope and trust; is a critical thinker; possesses a sense of humor; possesses good judgment; possesses verbal and written competence; possesses courage and is able to stand alone; possesses a positive self concept.

These qualities should assist the principal greatly in carrying out the following basic tasks and responsibilities.

1. Administrative Actions

*_____1. Has a clear, specific job description

*_____2. Knows and communicates with authorities and other educational leaders in the area

_____3. Is aware of one's leadership style and those of the faculty

_____4. Seeks regular evaluation from board and staff

_____5. Has an annual program of personal and professional improvement (retreats, courses, workshops, conventions, etc.)

_____6. Is a member of a professional administrator's organization; attends its meetings

_____7. Reads some professional literature regularly and shares it with faculty

_____8. Articulates the philosophy and goals of the school

_____9. Recognizes achievements of faculty and staff

2. Policies and Decisions of Supervisory Body

*_____1. Hires principal

_____2. Clarifies relationship between principal and pastor(s) and supervisors

_____3. Approves principal's job description

_____4. Evaluates principal annually

_____5. Supports principal in carrying out of school policies

3. Faculty Handbook

*_____1. Contains the mission statement and philosophy of the school

_____2. Contains job description of administrators, teachers and support personnel

_____3. States the educational and church authorities to which the school is accountable (board, superintendent of schools, bishop, etc.)

_____4. Clarifies decision-making procedures

_____5. Contains appropriate excerpts from and references to major statements by educational and church leaders

_____6. Refers to major sources of research regarding current educational practice

4. Parent/Student Handbook

_____1. Outlines authority structure in the school (board, superintendent of schools, principal, etc.)

_____2. Notes the educational and church authorities to which the school is accountable

_____3. Contains excerpts from and references to appropriate major statements of educational and church leaders

*_____4. Contains mission statement and philosophy of the school

5. Resources

_____1. Administrator Perceiver. Selection Research, Inc., 2546 South 48th, P.O. Box 6438, Lincoln, NE 68506.

_____2. Blanchard, Kenneth, Ph.D., and Spencer Johnson, M.D. *The One Minute Manager*. New York: Berkley Books, 1985.

_____3. Bushman, Eva Marie and Gary J. Sparks, eds. *The Catholic School Administrator: A Book of Readings*. Portland, Oregon: Catholic Leadership Company, 1986.

_____4. Congregation for Catholic Education. *The Catholic School*. Washington, DC: United States Catholic Conference, 1977.

_____5. Congregation for Catholic Education. *The Religious Dimension of Education in a Catholic School*. Washington, DC: United States Catholic Conference, 1988.

_____6. DeBruyn, Robert L. *Causing Others to Want Your Leadership*. Manhattan, Kansas: R.L. DeBruyn and Associates, 1976.

_____7. Dunn, Kenneth and Rita Dunn. *Situational Leadership for Principals*. Englewood Cliffs, New Jersey: Prentice-Hall, Inc. 1983.

_____8. Eleim, Stanley, ed. *A Decade of Gallup Polls of Attitudes Toward Education*. Bloomington, IN: Phi Delta Kappa, 1978 (See also annual surveys published each year in *Phi Delta Kappan*).

_____9. Greeley, Andrew. *Catholic Schools in a Declining Church*. Kansas City: Sheed and Ward, 1976.

_____10. Hord, Shirley M. and William Rutherford. *Taking Charge of Change*. Alexandria, Virginia: ASCD, 1987.

_____11. Journals and publications: American Association of School Administrators, Association for Supervision and Curriculum Development, National and State Elementary and Secondary Principals Associations, *Phi Delta Kappan*.

_____12. Kealey, Robert, ed. *Reflections on the Role of the Catholic School Principal*. Washington, DC: National Catholic Educational Association, 1989.

_____13. National Conference of Catholic Bishops. *To Teach as Jesus Did*. Washington, DC: United States Catholic Conference, 1972.

_____14. *Sharing the Light of Faith: National Catechetical Directory*. Washington, DC: United States Catholic Conference, 1979.

_____15. *Today's Catholic Teacher*. (Monthly) Dayton, Ohio: Peter Li, Inc.

6. Issues

_____1. Is the principal a manager or leader?

_____2. What should a principal read?

_____3. How much freedom of action should a principal have?

_____4. How should a principal be accountable? To whom?

_____5. To what extent are leaders "born", to what extent are they "made?"

_____6. What is the ideal relationship between principal and board? teachers? parents?

_____7. What are the essential qualities of an effective Catholic school principal?

_____8. Where does the principal get her/his support?

_____9. How does the principal renew herself/himself personal, spiritually, professionally?

Section I. The Principal As Religious Leader

The principal of a Catholic school is primarily the pastoral leader of the school community with the responsibility of building faith community. Accordingly, the document, *Those who would be Catholic School Principals: Their Recruitment, Preparation and Evaluation* outlines the specific spiritual qualities and pastoral competencies that the Catholic school principal strives to develop.

Spiritual Qualities: The Principal

Is committed to the Lord Jesus as a believing and practicing Catholic

Is prayerful, faith-filled and committed to spiritual growth

Is loyal to the Catholic church and accepts its authentic teaching

Pastoral Competencies: The Principal

Is familiar with and creates an environment where the process of faith and moral development as it relates to working with youth and adults can be applied

Is familiar with and creates an environment where the content and methods of religious education can be applied

Knows and applies Catholic church documents and other religious resources that relate to schools

Is capable of providing opportunities which foster the spiritual growth of faculty, students, and other members of the school community

Is capable of leading the school community in prayer

Is capable of linking the school and the local community

Is capable of integrating gospel values and Christian social principles into the curriculum and the life of the school

Is capable of articulating the Catholic educational vision and directing its accomplishments

Is capable of recognizing and providing for cultural and religious differences within the entire school community

The chapters in this section are designed to assist the principal in fulfilling the role as described above.

Chapter 2. The Principal As Spiritual Leader

The principal of a religious school has unique leadership responsibilities with regard to the life and growth of the faculty and students of that school. The principal must be a person of faith and attachment to Christ, loyal to Christ, loyal to the church, with a general understanding of the process of religious growth. There must be a grasp of the content and methods of religious instruction, together with a knowledge of current resources for teachers and students. The ability to inspire and unify the faculty with regard to the religious mission of the school must also be present.

1. Administrative Actions

* _____1. Prepares (or revises) a school philosophy with specific religious elements

* _____2. Hires teachers who can contribute to the religious mission of the school

* _____3. Provides teacher inservice for faith growth

* _____4. Supervises religion curriculum and texts

* _____5. Schedules liturgy, retreats, and prayer experiences for staff and students

* _____6. Hires religion teachers who are adequately prepared

_____7. Schedules the parish clergy into the life of the school

_____8. Publicizes and explains the religion program

_____9. Schedules the special components of religious growth programs

_____ a. sacramental programs

_____ b. Christian service programs

_____ c. family life program (Catechesis of Sexuality)

* _____10. Supervises the vocation program and social justice programs

_____11. Selects appropriate evaluation tools

_____12. Has a process for aiding teachers to integrate religious principles into the curriculum

2. Policies and Decisions of Supervisory Body

_____1. Sets faculty religious qualifications

_____2. Sets policy for non-Catholic teachers and students

_____3. Approves family life program

3. Faculty Handbook

_____1. Expectations of faculty in religious life and practice

_____2. Calendar of religious activities and inservice

_____3. Class prayer policy

_____4. Summary of religion program

4. Parent/Student Handbook

_____1. Summary of religion program

_____2. Summary of special programs:

_____ a. sacramental preparation

_____ b. family life

_____ c. Christian service

_____ d. liturgies and prayers

5. Resources

_____1. Benson, Peter L. and Michael J. Guerra. *Sharing the Faith: The Beliefs and Values of Catholic High School Teachers.* Washington, DC: National Catholic Educational Association, 1985.

_____2. Congregation for Catholic Education. *The Catholic School.* Washington, DC: United States Catholic Conference, 1977.

_____3. Dulles, Avery, S.J. *The Communication of Faith and its Content*. Washington, DC: National Catholic Educational Association, 1985.

_____4. Gilmour, Peter. *Praying Together*. Winona, MN: St. Mary's College Press, 1978.

_____5. Hawker, Rev. James F. *Catechesis in the Catholic School*. Washington, DC: National Catholic Educational Association, 1985.

_____6. Kealey, Robert J., F.S.C. *The Prayer of Catholic Educators*. Washington, DC: National Catholic Educational Association, 1987.

_____7. McBride, Rev. Alfred, O. Praem. *The Christian Formation of Catholic Educators*. Washington, DC: National Catholic Educational Association, 1981. Also available on videocassette.

_____8. National Conference of Catholic Bishops. *To Teach as Jesus Did*. Washington, DC: United States Catholic Conference, 1973.

_____9. *Pre-Service Formation of Teachers in Catholic Schools*. Washington, DC: National Catholic Educational Association, 1982.

_____10. *Qualities and Competencies of the Catechist*. Washington, DC: National Catholic Educational Association, 1973.

_____11. *Sharing the Light of Faith: National Catechetical Directory*. Washington, DC: United States Catholic Conference, 1979.

_____12. Van Merrienboer, Edward, et al. *Seeking a Just Society: An Educational Design*. Washington, DC: National Catholic Educational Association, 1978.

_____13. Walsh, Maria Joseph, C.S.J. *Inviting the Faculty to Prayer: A Practical Guide*. Washington, DC: National Catholic Educational Association, 1986.

_____14. Wojicki, Rev. Ted and Kevin Convey, F.S.C. *Teachers, Catholic Schools and Faith Community: A Program of Spirituality*. United States of America: Le Jacq Publishing, Inc., 1982.

6. *Issues*

_____1. How "holy" must a principal be?

_____2. Should a parish school principal belong to that parish?

_____3. Should non-Catholics be hired to teach in a Catholic school?

_____4. What is the relationship between a teacher's personal religious life and his/her role in a religious school?

_____5. How does one balance content and experience in the religious instruction program?

_____6. Should Mass attendance be required?

_____7. What is an effective program in Christian sexuality which is acceptable to parents?

_____8. How can Christian social principles be properly included in the life and the curriculum of the school?

_____9. How does one develop a consensus among faculty of varying religious philosophies (e.g., liberal, conservative)?

Chapter 3. The Principal And The School Philosophy

Each school should have a written statement of its philosophy, including the beliefs, values, goals, and objectives that inspire its educational programs. The statement should express the identity of the religious school and the views of the staff and parents regarding the means which help human and religious growth, the nature of learning, the setting for learning and citizenship in our nation.

1. ***Administrative Action***

_____1. Adopts a process for formulating (or updating) the school philosophy

* _____2. Uses the philosophy when hiring, orienting, and evaluating staff.

_____3. Publishes the philosophy to the pastor, staff, board, parents, parish and students

_____4. Reviews the philosophy yearly with the faculty

2. ***Policies and Decisions of Supervisory Body***

_____1. Requires a philosophy statement

_____2. Approves the philosophy statement

_____3. Reviews annually the philosophy statement

3. ***Faculty Handbook***

_____1. Statement of philosophy

_____2. Expectations regarding the philosophy

4. ***Parent/Student Handbook***

_____1. Brief, simple version of philosophy statement

5. ***Resources***

The following publications will be of help in the process of formulating a school philosophy statement.

_____1. For assistance in determining the content, it is recommended that the major contemporary documents on Catholic Education be consulted: *To Teach as Jesus Did, The Catholic School, Sharing the Light of Faith, The Religious Dimension of Education in a Catholic School.*

_____2. McDermott, Rev. Edwin J., S.J. *Distinctive Qualities of the Catholic School.* Washington, DC: National Catholic Educational Association, 1985.

6. ***Issues***

_____1. Does a philosophy statement make a difference? Can it?

_____2. How much a consensus is needed among the staff regarding the philosophy statement?

_____3. Should a philosophy statement include goals, objectives and programs?

_____4. How much should parents, board and/or students be involved in the process of forming (or revising) a philosophy statement?

_____5. How can the philosophy statement be helpful when hiring new teachers?

Chapter 4. The Principal And Church Authorities

The Catholic school principal is a minister of the Catholic church. He/she serves as one of the most important leaders of the Catholic church's enterprise and thus must work in collaboration with hierarchical church leaders and with leaders of other ministries. The nature of relationships may differ according to the type of school served, e.g., parish, diocesan, regional or private.

1. ***Administrative Actions***

*_____1. Clarifies the job description of the principal as a member of the staff of the parish

*_____2. Clarifies the policies for use of school facilities by other parish groups

_____3. Determines the involvement of the principal in other parish groups

*_____4. Schedules the involvement of the parish clergy in the activities of the school

_____5. Sets up regular patterns of communication with pastor(s) and other church authorities

_____6. Includes parish and diocesan events in the yearly school calendar

2. ***Policies and Decisions of Supervisory Body***

_____1. Clarifies use of school facilities by parish and non-parish groups

_____2. Relates to appropriate parish and diocesan authorities

3. ***Faculty Handbook***

_____1. Relationship to the parish, the diocese, the church

_____2. Faculty responsibilities to the local parish(es)

_____3. Use of school facilities by other parish groups

4. ***Parent/Student Handbook***

_____1. Relationship of the school to the parish, the diocese, the Catholic church

_____2. Participation of students in parish activities

5. ***Resources***

_____1. Gilbert, Rev. John R. *Pastor as Shepherd of the School Community.* Washington, DC: National Catholic Educational Association, 1983.

_____2. O'Brien, Rev. J. Stephen. *Mixed Messages: What Bishops and Priests Say about Catholic Schools.* Washington, DC: National Catholic Educational Association, 1987.

_____3. *Sharing the Light of Faith: National Catechetical Directory.* Washington, DC: United States Catholic Conference, 1979.

6. ***Issues***

_____1. To what extent should a principal be involved in parish activities?

_____2. How can the parish clergy be best involved in the school?

_____3. How can the principal minimize the problems which often arise when school facilities are used for other parish activities?

_____4. How can significant parish and diocesan events be included in the school program?

_____5. How can tension between the school and non-school personnel in the parish be eliminated?

_____6. To what extent is the concept of "total Catholic education" in a parish feasible?

_____7. How can Catholic high schools maintain good relations with the parishes which supply them with students?

Chapter 5. The Principal And Religious Orders

Most Catholic schools include members of religious orders among their staff and/or in administrative positions. The continuing value of religious teachers, as well as the unique contributions they make to Catholic schools, should be recognized by the principal, whether he/she be religious or lay. There should be an awareness of the responsibility of the principal regarding the members of religious orders who serve on the staff of the school.

1. ***Administrative Actions***

   _____1. Clarifies the contractual agreements and/or the placement policies of religious communities

   _____2. Communicates with religious community leaders regularly

   _____3. Invites community leaders/supervisors to visit the school

   _____4. Plans recruiting efforts to obtain religious

   _____5. Publicly recognizes the contribution (past and present) of the religious community(ies) of the school

2. ***Policies and Actions of Supervisory Body***

   _____1. Clarifies contractual arrangements with the religious community or with the individual religious

   _____2. Approves job conditions for religious personnel (salary, benefits, housing, auto, insurance, etc.)

3. ***Faculty Handbook***

   _____1. Recognizes the history, charism and traditions of the religious community(ies) serving in the school

4. ***Parent/Student Handbook***

   _____1. Describes the history and tradition of the religious community

5. ***Resources***

   _____1. Religious community newsletter and publications

6. ***Issues***

   _____1. To what degree can Catholic schools plan on religious personnel in the future?

   _____2. What are the distinctive contributions made by religious to Catholic schools?

   _____3. What is the special challenge facing a lay principal of a school where there are religious on the staff?

   _____4. Should religious receive salaries equivalent to those of lay teachers?

   _____5. How can a Catholic school play a significant role in fostering religious vocations?

   _____6. Should the tradition and charism of the religious community first staffing the school be retained? How?

Section II. The Principal As Educational Leader

Like the principals of all types of schools, both public and private, the principal of a Catholic school fills the role of the educational leader. This is accomplished under unique circumstances in a Catholic school.

Those who Would be Catholic School Principals: Their Recruitment, Preparation and Evaluation present the professional qualities and educational competencies of a Catholic school principal.

Professional Qualities: The Principal

Is committed to the philosophy of Catholic education which underlies Catholic schools

Is broadly educated

Is open to professional growth, familiar with professional literature, and committed to self-evaluation

Is able to articulate educational values

Is an active member of professional organizations

Has successful teaching experience, preferably in Catholic schools

Has the requisite, formal academic preparation

Professional Educational Competencies: The Principal

Is capable of working collaboratively with a variety of parish and/or diocesan groups, especially governance groups

Is capable of promoting staff morale and a sense of Christian community among teachers

Is capable of providing leadership in curriculum development in general, including the integration of Christian values

Is capable of shaping, sharing and implementing a school philosophy which reflects the unique Catholic character of the school

Is capable of initiating and conducting appropriate staff development activities

Recognizes, respects and is capable of facilitating the primary role of parents as educators

Has earned an advanced degree and seeks to be updated

Possesses a general variety of educational/pedagogical skills

Is capable of initiating and conducting evaluations of students, staff and innovative programs

Is capable of providing effective instructional leadership and supervision of staff and programs which reflect the unique Catholic nature of the school

The following chapters will aid the principal in living out these ideals.

Chapter 6. The Principal As Leader Of Faculty And Staff

The principal is the leader of the adult community of faculty and staff which serves the student body of the school. This is in many respects the most significant aspect of the role of the principal, since it is the adults in the school who most directly affect the students and are reponsible for the growth of these young folk for whom the school exists. As leader, the principal has responsibilities for employment procedures, faculty and staff communication and morale, as well as in-service. The principal also acts as the liaison between the faculty and staff with the board, pastor, parents and the community outside the school.

1. Administrative Actions

* _____1. Recruits, interviews, hires teachers

* _____2. Orients new faculty

* _____3. Determines method and schedule for teacher/staff supervision

* _____4. Selects, publishes and carries out formal evaluation procedures

* _____5. Determines contract renewals and dismissals

* _____6. Publishes (revises) faculty handbook

* _____7. Schedules faculty meetings

* _____8. Provides faculty inservice

- _____ a. retreat days
- _____ b. on-site speakers, panels, discussions
- _____ c. attendance at off-site programs
- _____ d. allows visits to other schools
- _____ e. provides faculty with readings applicable to their area
- _____ f. leads discussions with faculty

_____9. Encourages graduate level and/or continuing education/workshops

2. Policies and Decisions of Supervisory Body

_____1. Sets teacher qualifications

_____2. Publishes an appeal process for grievances

_____3. Approves personnel policies

_____4. Sets salary schedule and fringe benefits

_____5. Approves contracts, dismissals

3. Faculty Handbook

_____1. Personnel policies

_____2. Salary schedule and fringe benefits

_____3. Evaluation procedures

_____4. Grievance procedures

_____5. Contract procedure

4. Parent/Student Handbook

_____1. List of teachers

_____2. Procedure for contacting teachers

5. Resources

_____1. Augenstein, John H. *A Collaborative Approach to Personnel Relations.* Washington, DC: National Catholic Educational Association, 1980.

_____2. Glatthorn, Dr. Allan A. and Carmel Regina Shields, I.H.M. *Differentiated Supervision for Catholic Schools.* Washington, DC: National Catholic Educational Association, 1983.

_____3. Hawker, Rev. James and Sr. Thea Bowman. *The Non-Catholic in the Catholic School.*

Washington, DC: National Catholic Educational Association, 1984.

_____4. McBride, Rev. Alfred, O.Praem. *Interviewing and Supporting the Catholic Educator.* Washington, DC: National Catholic Educational Association, 1983.

_____5. O'Brien, J. Stephen and Margaret McBrien, R.S.M., eds. *Personnel Issues and the Catholic School Administrator.* Washington, DC: National Catholic Educational Association, 1986.

_____6. *Quality Selection Process,* a guide for recruitment, interviews, hiring and orientation of teachers for Catholic schools (Toledo Catholic Educational Services, 436 W. Delaware, Toledo, OH 43610).

_____7. Raftery, Frances, S.C. *The Teacher in the Catholic School.* Washington, DC: National Catholic Educational Association, 1985.

_____8. *Sharing the Light of Faith: National Catechetical Directory.* Washington, DC: United States Catholic Conference, 1979, Chapter 9.

_____9. Selection Research, Inc. (2546 South 48th, P.O. Box 6438, Lincoln, NE 68506) has developed a structured interview process of identifying applicants with desirable teacher qualities.

____10. *Teacher As Minister Daily Plan Book.* Washington, DC: National Catholic Educational Association, Published yearly.

6. Issues

_____1. How can effective teachers be identified?

_____2. What is a fair process for dismissing a teacher?

_____3. What is the point where a poor teacher must be dismissed to assure the right of students to good education?

_____4. How can a grievance procedure be best carried out?

_____5. What should a principal do about teachers involved in objectionable life styles or practices: invalid marriages, gay, abortion, drugs, etc.?

_____6. What is the place of unions in Catholic schools?

Chapter 7. The Principal As Curriculum And Instructional Leader

The principal's role as educational leader is the key to the successful operation of the school. Along with his/her work in the areas of selection, orientation, supervision, and inservice of the faculty, the management of the school curriculum is crucial to the task of educational leadership. Although the principal may delegate chairpersons and individual faculty members, it remains true that the final responsibility for the instructional process remains with the head of the school.

The curriculum for a Catholic school reflects the physical, spiritual, moral, emotional, social and aesthetic development of the students. It develops the students' responsibilities to self, family, and community. It should include a sensitivity to global concerns and all issues of social justice.

1. Administrative Actions

* _____1. Provides for integration and permeation of Christian values and principles into the curriculum (e.g. infusion method, correlations, etc.)

* _____2. Knows the scope and sequence of the present curriculum

* _____3. Reviews curriculum in relation to school philosophy, needs and characteristics of present students, and goals and objectives of the school

* _____4. Reviews curriculum in terms of faculty

_____5. Appoints curriculum coordinators and committees which include administrators, teachers and non-educational professionals in the community, i.e., parents, local parishioners, etc.

_____6. Involves faculty in materials selected and purchased

_____7. Involves faculty in determination of specific learning activities

_____8. Coordinates curriculum with high schools to be attended by present students (or) by feeder grade schools

_____9. Reviews teacher lesson plans as needed

_____10. Provides for continual curriculum evaluation and revision

_____11. Keeps abreast of general curriculum trends

_____12. Utilizes test results as an approach to determine strengths and weaknesses of the curriculum

_____13. Adheres to diocesan and accrediting agency regulations

2. Policies and Decisions of Supervisory Body

_____1. Endorses curriculum developed by principal and school staff

_____2. Approves significant curriculum changes, e.g., introduction of new programs, lengthening of school year or day.

_____3. Approves curriculum in sensitive areas, e.g., Christian sexuality, AIDS

3. Faculty Handbook

_____1. Responsibilities for implementing present curriculum

_____2. Responsibilities for evaluation, development, and revision of curriculum

_____3. Philosophy and general outline of the school curriculum

_____4. Recommended resources and professional memberships

_____5. Procedures for selection and purchase of curriculum materials

_____6. Inventories of equipment, AV materials, etc.

4. Parent/Student Handbook

_____1. Philosophy, purposes, scope and sequence of school curriculum

_____2. Listing of textbooks in use

_____3. Procedure for parent involvement and input into curriculum

5. Resources

_____1. Carey, Loretta, R.D.C. and members of the Justice/Peace Education Council. *Directions for*

Justice/Peace Education in the Catholic Elementary School. Washington, DC: National Catholic Educational Association, 1985.

_____2. Congregation for Catholic Education. *Educational Guidance in Human Love: Outlines for Sex Education.* Washington, DC: United States Catholic Conference, 1983.

_____3. *Fostering Discipline and Discipleship within the Catholic Educational Community.* In-service guide and manual. Washington, DC: National Catholic Educational Association, 1985.

_____4. Glatthorn, Allan A. *Curriculum Renewal.* Alexandria, VA: Association for Supervision and Curriculum Development, 1987.

_____5. Hall, Suzanne E., S.N.D.de N. (Ed.) *Challenging Gifted Students in the Catholic School.* Washington, DC: National Catholic Educational Association, 1985.

_____6. Hall, Suzanne E., S.N.D. de N. (Ed.) *Into the Christian Community: Religious Education with Disabled Persons.* Washington, DC: National Catholic Educational Association, 1982.

_____7. Kealey, Bro. Robert J., F.S.C. *Curriculum in the Catholic School.* Washington, DC: National Catholic Educational Association, 1985.

_____8. Kealey, Bro. Robert J., F.S.C. *Everyday Issues Related to Justice and Other Gospel Values.* Washington, DC: National Catholic Educational Association, 1984.

_____9. McDermott, Edwin J., S.J. *Distinctive Qualities of the Catholic School.* Washington, DC: National Catholic Educational Association, 1986.

_____10. Murphy, Irene T., D.H.M. *Early Learning: A Guide to Develop Catholic Preschool Programs.* Washington, DC: National Catholic Educational Association, 1986.

_____11. *Recognizing and Helping the Learning Disabled in Your Classroom.* Washington, DC: National Catholic Educational Association, 1978.

_____12. "Textbook Selection: How to Get What You Want". *Instructor.* October, 1981, p. 110.

_____13. *The Media Mirror: A Study Guide on Christian Values and Television.* A value oriented student guide to television viewing, sponsored by NCEA and the United States Catholic Conference. Washington, DC, 1984.

_____14. *Value-Oriented Curriculum Now and Into the Future. Momentum,* September, 1986.Washington, DC: National Catholic Educational Association, 1986.

_____15. *Vision and Values in the Catholic School.* Washington, DC: National Catholic Educational Association, 1987. Spanish edition *Vision y Valores del Participante* may be obtained from NCEA or San Juan Education Office, Condominia Vick Center, Officien C-402, Anienda Munoz Rivera #867, Rio Piedra, PR 00925.

_____16. Welsh, Mary Leanne, P.B.V.M. *Methods of Teaching in the Catholic School.* Washington, DC: National Catholic Educational Association, 1987.

6. Issues

_____1. How can Catholic Christian principles be truly integrated into the entire curriculum?

_____2. To what degree should schools "go back to the basics"?

_____3. How broadly should we understand the term "curriculum"?

_____4. Should curriculum be tightly planned and structured in the form of specific activities, or should it be laid out as a framework within which many types of experiences are possible?

_____5. How much should a principal "control" the curriculum?

_____6. Is integration in curriculum between elementary schools and secondary schools possible?

_____7. What is a "quality curriculum"?

_____8. How can a principal be both building administrator and the curriculum leader?

_____9. When eliminating curriculum programs, how are priorities determined?

Chapter 8. The Principal As Pupil Manager

The principal has overall responsibility for the life of the school and for the general welfare of the students who attend it. These responsibilities include traditional matters such as attendance, discipline, health, safety, and playground supervision, as well as more contemporary problems resulting from family disorders, drug abuse, and growing legal restrictions.

1. ***Administrative Actions***

* _____1. Observes, assists and is present to students in their daily activities
* _____2. Sets absence and tardy procedures
* _____3. Establishes and reviews a discipline policy
* _____4. Establishes and reviews a homework policy
* _____5. Selects grading and reporting procedures
* _____6. Establishes and maintains dress guidelines
* _____7. Provides for hallway, lunchroom, and playground supervision
* _____8. Provides a policy on drug abuse and smoking
* _____9. Provides counseling and guidance services
* _____10. Provides health services and procedures
* _____11. Knows and uses referral agencies for problems which the school cannot solve
* _____12. Maintains adequate records
* _____13. Establishes procedures for suspension, expulsion, promotion and non-promotion which follow diocesan guidelines

2. ***Policies and Decisions of Supervisory Body***

_____1. Sets age of admission
_____2. Adopts a policy of non-discrimination in admission
_____3. Sets policy on dress guidelines
_____4. Approves a grievance procedure for students
_____5. Sets policy for students and teachers who may contract AIDS, or confirms diocesan policies.

3. ***Faculty Handbook***

_____1. Discipline policy and procedures
_____2. Homework policy
_____3. Tardiness and absence procedures
_____4. Playground and lunchroom duties
_____5. Policy on drugs, alcohol and smoking
_____6. Dress regulations, enforcement
_____7. State regulations affecting students

4. ***Parent/Student Handbook***

_____1. Attendance procedures
_____2. Discipline policy and procedures
_____3. Homework expectations
_____4. Special regulations: drugs, alcohol, smoking, AIDS
_____5. Dress regulations
_____6. Promotion and non-promotion policies

5. ***Resources***

_____1. *Fostering Discipline and Discipleship Within the Catholic Educational Community.*

Washington, DC: National Catholic Educational Association, 1985.

_____2. "The Healing Ministries of Catholic Education" *Momentum*. September, 1987.(Topics covered in this issue include drug and alcohol abuse, suicide prevention, health problems, death AIDS education and child abuse) Washington, DC: National Catholic Educational Association.

_____3. *The Media Mirror: A Study Guide on Christian Values and Television*. Three levels, elementary, junior high and high school. Washington, DC: National Catholic Educational Association, 1984.

_____4. Traviss, Mary Peter, O.P. *Student Moral Development in the Catholic School*. Washington, DC: National Catholic Educational Association, 1985.

6. ***Issues***

_____1. What is a fair and effective policy on:

_____ a. homework

_____ b. attendance

_____2. How should a Catholic school retain students who are serious discipline problems?

_____3. When should conduct outside the school affect a student's status in a Catholic school?

_____4. How can students with drug and alcohol problems best be helped?

_____5. Should the teacher or the principal handle discipline problems?

_____6. Is corporal punishment suitable in Catholic schools?

_____7. How can teachers with poor control over their classrooms be aided?

_____8. How can a principal ensure the enforcement of school rules by all teachers?

Chapter 9. The Principal And Evaluation

Education is often said to be a process which can be carried on as it has been in the past, with no real regard for the results achieved. For this reason, school administrators are unfavorably compared with business people; the latter are always concerned with the "bottom line" and able to see very tangible results of their efforts in terms of profit or loss. However, education deals with the intangible, and results cannot be described with the accuracy of monetary loss and gain; nevertheless, it belongs to the integrity of school administrators that they use all the means possible to measure what they are doing and how they are doing it - for the maximum benefit of the pupils they serve, as well as to be accountable to the public whose resources they are using for the operation of Catholic schools. The limited funds available to Catholic school leaders make this accountability all the more necessary.

It is important that evaluation deals with (1) students, (2) faculty, (3) the administrator, and (4) the school in general. This evaluation must deal both with process (how things are done) and with product (what is the result).

1. Administrative Actions

* _____1. Selects, after consultation, tools to evaluate:

- _____ a. students
- _____ b. teachers
- _____ c. principal
- _____ d. school facilities, curriculum, programs, resources
- _____ e. board

* _____2. Selects, after consultation, the method of reporting evaluation when completed

* _____3. Decides on the follow-up indicated as a result of the various evaluations

_____4. Publicizes testing results with discretion

* _____5. Initiates or continues accreditation of the school if desirable

_____6. Works out a schedule for the various evaluation activities

_____7. Involves the staff and board in the evaluation process as may be appropriate

_____8. Informs board of overall evaluation results of students, teachers, school

2. Policies and Decisions of Supervisory Body

_____1. Decides on evaluation process for the principal

_____2. Decides on whether to apply for accreditation

_____3. Approves policy on grade promotion and graduation

3. Faculty Handbook

_____1. Teacher evaluation process

_____2. Student testing and reporting procedures

_____3. School evaluation process

_____4. Accreditation requirements

4. Parent/Student Handbook

_____1. Nature of school's accreditation

_____2. Student testing program

_____3. Schedule of parent-teacher-student conferences and report cards

_____4. Requirements for promotion and graduation

5. Resources

_____1. Reck, Carleen, S.S.N.D. and Judith Coreil, M.S.C. *School Evaluation for the Catholic Elementary School; An Overview*. Washington, DC: National Catholic Educational Association, 1983.

_____2. Reck, Carleen, S.S.N.D. and Judith Coreil, M.S.C. *Verifying the Vision: A Self-Evaluation Instrument for the Catholic Elementary Schools.* Washington, DC: National Catholic Educational Association, 1984.

_____3. Religious education inventories published by the National Catholic Educational Association:

a. Religious Education Development Inventory (Grade 5)

b. Religious Education Outcomes Inventory (Grade 8)

c. Religious Education Outcomes Inventory of Knowledge, Attitudes and Practices (Grade 11-12)

_____4. *Self-Study Guide for Catholic High Schools.* Washington, DC: National Catholic Educational Association, 1981.

6. Issues

_____1. To what degree is it possible to evaluate the results of the process of schooling? What are the uses and abuses of standardized tests?

_____2. What is the principal's responsibility regarding the evaluation of teachers?

_____3. What information from student and teacher evaluations should be released to the board, to the parents, to the faculty, to the public?

_____4. How should administrators be evaluated?

_____5. Should nonprofessionals (i.e., the board) evaluate the principal? How?

Chapter 10. The Principal And Parents

It is an accepted fact in both church teaching and American law that parents are the primary educators of their children, and that the school and other educational agencies exist to assist them in their task. For this reason, it is important that principals of Catholic schools have a clear idea of the extent to which parents are to be involved in the operation of the school, through communication, consultation, activities, and decision-making. The more this collaboration takes place, the more both family and school will develop a helping relationship characterized by mutual support and invitations to each other to grow.

1. ***Administrative Actions***

* _____1. Encourages the organization and maintenance of parent association

* _____2. Plans regular parent communication procedures (newsletters, letters, open house, parent-teacher conferences)

_____3. Organizes a volunteer program to invite parent assistance and involvement in the school

_____4. Produces a parent handbook with the assistance of parents

_____5. Publicly recognizes parent volunteers on a regular basis

2. ***Policies and Decisions of Supervisory Body***

_____1. Provides for on-going communication and liaison with parent organization

_____2. Provides for representation from parent association officers at board meetings

3. ***Faculty Handbook***

_____1. Policy regarding the role of parents in this school's educational program

_____2. Parent-teacher-student conferences schedule and procedures

_____3. Policy on handling parent complaints

_____4. Nature, role, and schedule of parent association: teacher involvement and expectations

_____5. Teacher involvement with parent volunteers: duties, limitations

4. ***Parent/Student Handbook***

_____1. Nature, organization, schedule of parent association

_____2. Schedule of parent-teacher conferences and report cards

_____3. Description of parent volunteer program

5. ***Resources***

_____1. *Catholic Parent Organization Starter Kit*. Washington, DC: National Catholic Educational Association, 1985

_____2. *Divorce: Information and Implications for Catholic Educators*. (Videocassette) Washington, DC: National Catholic Educational Association, 1983.

_____3. *Growing Together: An Opportunity for Young Adolescents and Their Parents*. Washington, DC: National Catholic Educational Association, 1985.

_____4. *Parent as Witness*. Washington, DC: National Catholic Educational Association, 1981.

6. ***Issues***

_____1. How can parents be genuinely involved in the education of their children without infringing upon the proper prerogatives of professional educators?

_____2. What are the effective programs for parent associations?

_____3. To what extent should Catholic schools try to serve the needs of families as such, over and beyond the education of their children?

_____4. How can volunteers be utilized for maximum benefit to school and faculty, avoiding interference by them in the internal affairs of the school while providing for suggestions and insights from them?

Section 3. The Principal As Manager

Those who Would be Catholic School Principals: Their Recruitment, Preparation, and Evaluation outlines a number of specific managerial competencies which a Catholic school principal should possess. These skills are necessary for the school to function properly.

Professional Managerial Competencies: The Principal

Is capable of planning and managing the school's financial resources

Is sensitive to the demands of justice in making financial decisions, especially as they relate to the church's social teachings

Is capable of providing leadership for long range planning and development activities

Is capable of providing leadership for the school's public and community relations activities

Is capable of providing an orderly school environment that promotes student self-discipline consistent with Gospel values and Christian principles

Knows current school law as it applies to the Catholic school

Knows and can apply appropriate group dynamics, conflict management, problem solving, and other organizational development skills

Knows how to delegate responsibilities appropriately

Knows how to relate the service dimension of the school to the civic community

The concluding chapters are designed to assist the principal to develop and maintain these competencies

Chapter 11. The Principal As Financial Leader

In all schools, the principal has specific financial responsibility, although the scope may differ according to the extent to which others share that responsibility, i.e. board, pastor, religious order or parish finance committee. The list below indicates a rather complete listing of the financial duties of the head of the Catholic school; the principal must at least be aware that these are to be done by others if not by him/herself. It is evident that there must be a wise use of financial resources and an accurate, clear accounting for them.

1. Administrative Actions

* _____1. Initiates the budget-planning process

* _____2. Sees that tuition, salary, and other budget decisions are made

* _____3. Provides regular financial reports

* _____4. Ensures careful financial record-keeping

* _____5. Ensures prompt tuition collections

* _____6. Ensures prompt payment of outstanding bills

_____7. Arranges for investment of surplus school funds on a short-term or long-term basis

_____8. Provides for budget revision

* _____9. Controls the budget

_____10. Gives annual financial report to parents

_____11. Provides scholarship funds to aid needy students

_____12. Involves staff in budget-planning

_____13. Publicizes scholarship opportunities

_____14. Develops a long-range financial plan

2. Policies and Decisions of Supervisory Body

_____1. Approves tuition, salaries, benefits, and budget

_____2. Approves collection policy for overdue tuition

_____3. Approves the final financial statement for previous year

_____4. Works with principal (through finance committee) in development of budget

3. Faculty Handbook

_____1. Salary schedule, benefits, pay periods, deductions

_____2. Purchase authorization and purchase procedures

_____3. Summary of school budget and financial report

_____4. Tuition policy for children of faculty and staff

_____5. Policy on classroom collections and sale of material to children

_____6. Process for approving the imposition of additional financial requirements on students by individual teachers, e.g. requiring the purchase of special materials, additional books

4. Parent/Student Handbook

_____1. Tuition and fee schedule and payment plans

_____2. School financial report

_____3. Scholarship opportunities

_____4. School fund-raising program

5. Resources

_____1. *Catholic School Management Newsletter*. 24 Cornfield Lane, Madison, CT 06443.

_____2. *Elementary School Finance Manual*. Key financial areas that are the responsibility of elementary and secondary Catholic schools. Washington, DC: National Catholic Educational Association, 1984.

_____3. McLaughlin, Terence, F.S.C. *Catholic School Finance and Church-State Relations*. Washington, DC: National Catholic Educational Association, 1986.

_____4. NCEA Data Bank. *Catholic Elementary Schools and Their Finances 1987*. Washington, DC: National Catholic Educational Association. Issued bi-annually since 1980.

_____5. NCEA Data Bank. *Catholic Secondary Schools and Their Finances 1988*. Washington, DC: National Catholic Educational Association. Issued bi-annually since 1980.

_____6. *The Catholic High School: A National Portrait*. NCEA study of American secondary education with section on finance. Washington, DC: National Catholic Educational Association, 1985.

6. Issues

_____1. How much tuition can Catholic parents afford to pay?

_____2. What is the ideal proportion of parish subsidy to student tuition?

_____3. What are effective and appropriate fund-raising projects for Catholic schools?

_____4. Should Catholic schools have development directors?

_____5. Should Catholic schools be completely self-supporting (no parish or diocesan subsidy)?

_____6. How can and should inner city Catholic schools be financed?

_____7. What is a just wage for Catholic school teachers?

_____8. How are the priorities established when budget cuts are to be made?

_____9. How should parish funds for education be divided between the school and the non-school programs?

_____10. What is the best working relationship between the principal and the board's finance committee? Between the board and the parish finance committee and/or parish council in budgetary matters?

_____11. Should the tuition for non-Catholics be the same or higher than the tuition for Catholics?

Chapter 12. The Principal And Development/Public Relations

Catholic schools have shifted from a seller's market, where applications outnumbered available spaces, to the present buyer's market. Declining births and greater parent selectivity have forced Catholic school principals into the realm of marketing their institutions so as to continue to attract students. The need for a definite informational and promotional program has become clear. Such activities are also necessary to attract the financial resources needed for the operation of Catholic schools.

1. ***Administrative Actions***

* _____1. Determines the person(s) responsible for public relations and development

* _____2. Plans external communication tools: newsletter, brochure, parish bulletin inserts, handbooks

* _____3. Plans annual public relations program

* _____4. Plans recruiting program

_____5. Makes contact with local media personnel and maintains communication with them

_____6. Plans Catholic School Week and American Education Week observances

_____7. Places school registration information with local realtors

_____8. Organizes fund raising program

_____9. Considers the feasibility of special programs for:

_____ a. alumni assistance

_____ b. foundation grants

_____ c. estate planning

_____ d. scholarship programs

_____ e. volunteers

_____ f. grants-in-aid

2. ***Policies and Decisions of Supervisory Body***

_____1. Assists as appropriate in school public relations and fund-raising programs

_____2. Approves policy for recruitment and admission of children of non-parishioners and of non-Catholic children

_____3. Approves fund-raising program

3. ***Faculty Handbook***

_____1. Summary of faculty involvement in public relations and fund-raising programs

_____2. Faculty assistance in recruiting program

_____3. List of public relations, recruiting and fund-raising events planned for the year

_____4. Encouragement to suggest publicity items to school public relations coordinator

4. ***Parent/Student Handbook***

_____1. Appeal to assist in school recruiting and fund-raising programs

_____2. Name of radio station which will carry school-closing announcements and other emergency information

5. ***Resources***

_____1. Appel, Dr. David. *Marketing*. Washington, DC: National Catholic Educational Association, 1986.

_____2. *Building a Foundation for the Future.* (Videocassettes on positive attributes of Catholic schools) Washington, DC: National Catholic Educational Association, 1986.

_____3. Burke, Richard J. *Understanding and Implementing Development*. Washington, DC: National Catholic Educational Association, 1985.

_____4. Butler, Francis and Catherine Farrell. *Foundation Guide for Religious Grant Seekers, 2nd Edition*. Chico, CA: Scholars Press, 1984.

_____5. Campbell, Cathy, S.P. *Public Relations*. Washington, DC: National Catholic Educational Association, 1985.

_____6. Catholic Schools Week kits, available from NCEA (These are published every year with emphasis upon the theme of the year; however, much of the material is helpful for a continuing public relations program for Catholic schools.)

_____7. Cushman, Charles P. *The Alumni Program*. Washington, DC: National Catholic Educational Association, 1986.

_____8. "Development in Total Catholic Education". *Momentum*, September, 1985. Washington, DC: National Catholic Educational Association.

_____9. Gary, Barbara Stewart. *Seeking Foundation Grants*. Washington, DC: National Catholic Educational Association, 1986.

_____10. Gibson, Amy. *Student Recruitment*. Washington, DC: National Catholic Educational Association, 1986.

_____11. National School Public Relations Association publications, 1801 North Moore Street, Washington, DC 22209.

_____12. Rogus, Dr. Joseph and Dr. Robert J. Yeager. *The Development Director, Making Each Moment Count*. Washington, DC: National Catholic Educational Association, 1987.

_____13. Stuhr, Robert l. and Jerry A. Jarc. *Annual Fund-Estate Planning*. Washington, DC: National Catholic Educational Association, 1984.

_____14. Yeager, Dr. Robert J. *Directory of Development*. Washington, DC: National Catholic Educational Association, 1986.

_____15. Yeager, Dr. Robert J. *Resources for Development*. Washington, DC: National Catholic Educational Association, 1986.

_____16. Yeager, Dr. Robert J. *The Case Statement*. Washington, DC: National Catholic Educational Association, 1984.

_____17. Yeager, Dr. Robert J. *Volunteers*. Washington, DC: National Catholic Educational Association, 1986.

6. ***Issues***

_____1. To what extent do principles of commercial marketing apply to public relations and recruiting for Catholic Schools?

_____2. How can effective public relations rectify false expectations which the public may have of Catholic schools?

_____3. What is the best way to find out what the public thinks of your school?

_____4. How should a principal respond to negative publicity of his/her school?

_____5. Is it possible to have too much public relations?

_____6. What percent of the principal's time should be spent on public relations?

_____7. How can parents and students be involved in recruiting?

_____8. Should Catholic schools compete with each other for students?

_____9. How can recruiting be effective without reflecting unfavorably upon "competing" Catholic and public schools?

Chapter 13. The Principal And Committees/Boards Of Education

It has been said that one of the prime duties of a Catholic school principal today is the "care and feeding" of the board of education. Because boards are rather new in the operation of Catholic schools, this responsibility is not always recognized. Yet, it is increasingly true that the leadership of Catholic education must be shared with parents and the broader community through the medium of committees of education and other representative groups. Such would be an authentic living out of the teachings of Vatican II regarding collegiality and shared decision-making.

The respective roles of the principal and the boards members are often not clearly defined, and there must be a continuing effort to spell out the areas proper to each. In this regard, it may be helpful to note that the principal is the leader of the board (initiator of educational policy); the teacher of the board (guides board development and furnishes necessary information); the motivator of the board (inspires and challenges board members to growth in a sense of the mission of Catholic education); and - where the board has jurisdiction - the employee of the board.

1. Administrative Actions

* _____1. Begins a committee/board if one is lacking

_____2. Provides inservice for the board

* _____3. Presents policy matters for appropriate action by the board

* _____4. Provides regular information on school matters to the board

* _____5. Assists in agenda preparation for board meetings

* _____6. Presents regular financial statement to the board

_____7. Assists in the preparation of the annual board calendar

_____8. Provides the orientation of new board members

2. Policies and Decisions of Supervisory Body

_____1. Reviews constitution and policies annually

_____2. Adopts regular program of board inservice

_____3. Considers membership in the National Association of Boards of Education (NABE-NCEA)

_____4. Participates in the selection process of a new principal

_____5. Clarifies the relationship to parish council, to parent association, to pastor, to diocesan education office, and to diocesan board of education

_____6. Conducts an annual evaluation of itself

_____7. Understands type of board and areas of responsibility

3. Faculty Handbook

_____1. Nature, authority, and membership of board

_____2. Relationship of faculty to the board (teacher observer/consultant)

_____3. Board policies which affect the faculty

_____4. Grievance procedure for appeal to the board

4. Parent/Student Handbook

_____1. Nature, authority and membership of the board

_____2. Procedure for parent communication with the board

_____3. Election/selection procedures

_____4. Date, time, location of board meetings

_____5. Distinctive roles of pastor, principal, council, board, and parents' association

5. Resources

_____1. Brent, Daniel and Carolyn Jurkowitz. *School Board Study Programs: Board Members Manual, Series I and* 2.Washington, DC: National Catholic Educational Association, 1984.

_____2. Bryk, Anthony, Peter B. Holland, Valerie E. Lee and Ruben A. Carriedo. *Effective Catholic Schools: An Exploration-Executive Summary.* Washington, DC: National Catholic Educational Association/CACE, 1984.

_____3. Drahmann, Theodore, F.S.C. *Governance and Administration in the Catholic School.* Washington, DC: National Catholic Educational Association, 1985.

_____4. *Primer of Educational Governance in the Catholic Church by CACE/NCEA Governance Task Force.* Washington, DC: National Catholic Educational Association, 1987.

_____5. Shaughnessy, Mary Angela, S.C.N. *Legal Ramifications of School Board Membership: Legal Responsibilities and Liabilities.* (cassette) Washington, DC: National Catholic Educational Association, 1987.

_____6. Shaughnessy, Mary Angela, S.C.N. *A Primer on School Law: A Guide for Board Members in Catholic Schools.* Washington, DC: National Catholic Educational Association, 1988.

_____7. Sheehan, Lourdes, R.S.M. *Board Issues: Governance in the Catholic Church.* (cassette) National Association of Boards of Education. Washington, DC: National Catholic Educational Association,1985.

5. ***Issues***

_____1. How can the distinction between policy and administrative guidelines be clearly under stood?

_____2. How can a board attract quality members?

_____3. How can factions within a board be avoided?

_____4. How can a trusting, open relationship between board and principal be built?

_____5. How can a board have effective meetings?

_____6. What is the pastor's relationship with the board?

_____7. Should boards be appointed or elected?

_____8. How can a good relationship between the board and the parish council, and with the parent association, be best developed?

_____9. How can a board develop a sense of mission regarding Catholic education?

Chapter 14. The Principal And The Law

Although the legal requirements binding Catholic schools differ from state to state, all schools are subject to state law in some way, as well as to federal regulations affecting all American schools. It is up to the school principal to keep him/herself informed on current school law as it affect local Catholic schools, and to be the prime source of information for faculty and board members. For specific matters, it is recommended that a principal contact appropriate officials in the diocesan education office, the state Catholic conference, private school administrator associations, as well as local lawyers who are knowledgeable about legal matters affecting private schools. It is also incumbent upon Catholic school administrators to be a model of respect for existing law, and active in efforts to remove legal requirements which are unnecessary or unreasonable.

1. Administrative Actions

* _____1. Knows and carries out federal, state and local laws which apply to Catholic schools

* _____2. Reviews pertinent laws with faculty at the beginning of the school year

* _____3. Is aware of the laws and regulations applicable to local public schools

_____4. Keeps accurate records as required by law

_____5. Keeps the board informed of applicable legal requirements

2. Policies and Decisions of Supervisory Body

_____1. Renews and publishes non-discrimination policy yearly

_____2. Secures a knowledgeable legal advisor

_____3. Fulfills other local legal requirements applicable to boards

3. Faculty Handbook

_____1. Summary of legal requirements applicable to faculty and to students.

_____2. Philosophy statement regarding the teacher as citizen role-model for the students

4. Parent/Student Handbook

_____1. Summary of legal requirements applicable to laws regarding student conduct, student rights, student records, medications, absences, drugs, tobacco, alcohol, etc.

_____2. Access to and privacy of student records

5. Resources

_____1. Connors, Eugene T. *Educational Tort Liability and Malpractice.* Bloomington, IN: Phi Delta Kappan, 1981.

_____2. *Legal Educational Services Report.* Washington, DC: National Catholic Educational Association, Secondary Department, issued six times a year.

_____3. Permuth, Steve, Ralph Mawdsley and Joseph Daly. *The Law, the Student and the Catholic School.* Washington, DC: National Catholic Educational Association, 1981.

_____4. *Private School Law Digest.* Washington, DC: National Catholic Educational Association, issued four times a year.

_____5. Shaughnessy, Mary Angela, S.C.C. *A Primer on School Law: A Guide for Board Members in Catholic Schools.* Washington, DC: National Catholic Educational Association, 1988.

_____6. Shaughnessy, Mary Angela, S.C.N. *School Handbooks: Some Legal Considerations.* Washington, DC: National Catholic Educational Association, 1989.

_____7. Stravinskas, Rev. Peter, M.J. *Constitutional Rights and Religious Prejudice: Catholic Education as the Battleground.* New York: Bookmasters Publishing Co., 1982.

6. Issues

_____1. What laws definitely apply to private schools? Which ones do not? Which are ambiguous? How is a Catholic school principal to act in the case where application to the Catholic school is unclear?

_____2. How can liability suits be avoided in our present "sue-crazed" society?

_____3. How do we observe copyright laws with fairness to authors and publishers?

_____4. How are the faculty and student rights protected and the common welfare of the school served at the same time?

_____5. What are the effective grievance procedures for faculty, parents, and students?

_____6. What are the censorship rights of a school principal with regard to school publications?

Chapter 15. The Principal And Government Aid To Nonpublic Students

The principal of a private school has the responsibility for knowing and administering the programs of aid available to nonpublic students from government sources. The principal is also an important leader for informing and motivating parents in the campaign for such programs.

1. ***Administrative Actions***

* _____1. Knows all current programs which are available

* _____2. Fulfills requirements (records, reports, etc.)

* _____3. Maintains contact with diocesan and local public school coordinators of nonpublic school aid programs

_____4. Reviews programs for the coming year

_____5. Sets procedure for resolving questions and problems regarding aid

_____6. Is an active member of Citizens for Educational Freedom and/or other parent advocacy groups

_____7. Informs parents of current efforts to expand (or deny) aid to nonpublic students

2. ***Policies and Decisions of Supervisory Body***

_____1. Approves the extent of the schools participation in aid programs

_____2. Supports efforts to expand aid

3. ***Faculty Handbook***

_____1. Teacher responsibilities regarding government aid programs

_____2. Encouragement to participate in advocacy efforts

4. ***Parent/Student Handbook***

_____1. Summary of government aid programs available in the schools

_____2. Encouragement to be involved in advocacy groups

5. ***Resources***

_____1. Also consult the following: Citizens for Educational Freedom, Washington Building, Suite 854, 15th and New York Avenue, NW, Washington, DC 20005; Council for American Private Education (CAPE) 1625 Eye Street, NW, Washington, DC 20006; Diocesan Education Offices, State Catholic Conferences.

_____2. Blum, Rev. Virgil, S.J. *Catholic Parents: Political Eunuchs.* St. Cloud, MN: Media Materials, 1972.

_____3. McLaughlin, Terence, F.S.C. *Catholic School Finance and Church-State Relations.* Washington, DC: National Catholic Educational Association, 1986.

_____4. *Private Schools: Fact and Future.* Washington, DC: Council for American Private Education, 1976.

6. ***Issues***

_____1. At what point are the benefits of an aid program outweighed by the time, work and controls it brings?

_____2. Do private schools surrender their independence by accepting aid for their students?

_____3. Can a principal delegate the responsibility for administering government programs?

Appendix

Catholic School Administrative Calendar

The following is a listing of many of the "Administrative Actions" from the first part of each chapter. They are listed according to the time of the year when they should be done. This calendar indicates the period of time when each activity is to be completed. Many activities are not mentioned in the calendar because they are carried on throughout the entire school year.

It is hoped that this calendar will help to ensure that important deadlines are met in the efficient management of the school. This list is not all-inclusive, and it is suggested that each principal annotate it to fit the local circumstances.

Summer (June, July, August)

_____1. Completes hiring of faculty and staff

_____2. Orients new faculty

_____3. Publishes (or revises) faculty and parent/student handbooks

_____4. Reviews curriculum in terms of faculty expertise and schedule

_____5. Selects curriculum coordinators and committees

_____6. Participates in the preparation of the annual board calendar

_____7. Plans the yearly program of parent involvement

_____8. Plans the program of volunteer involvement

_____9. Clarifies the role of the principal as a member of the parish staff

_____10. Clarifies the politics for the use of school facilities by other parish groups

_____11. Includes parish and diocesan events in the annual school calendar

_____12. Compiles and publishes the annual school calendar

_____13. Reviews government aid programs for the year

_____14. Determines the person(s) responsible for public relations and fundraising

_____15. Plans the external communication tools for the year

_____16. Initiates (or renews) contact with local media personnel

_____17. Places or replenishes supply of school information brochures with local realtors, chambers of commerce, and other agencies dealing with incoming residents of the community

_____18. Selects evaluation tools to be used during the year for students, teachers, school, administrators, board

_____19. Works out a schedule for the various evaluation activities to be done

Fall (September, October, November)

_____1. Schedules liturgy, retreats, and prayer experiences for staff and students for the year

_____2. Schedules the parish clergy into the life of the school

_____3. Publicizes and explains the religious program

_____4. Schedules the special components of religious growth programs (sacramental programs, Christian Services program, family life and catechesis for sexuality, vocation programs, social justice program)

_____5. Determines schedule and method for teacher/staff supervision and evaluation

_____6. Schedules faculty meetings for the year

_____7. Involves the faculty in the determination of specific learning activities

_____8. Sets student management policies and procedures (absence, tardiness, homework, dress guidelines)

_____9. Establishes procedures for suspension, expulsion, promotion, and non-promotion of students

_____10. Provides for hallway, lunchroom, and playground supervision

_____11. Gives the previous year's financial report summary to the parents

_____12. Develops a long-range financial plan

_____13. Publishes the school philosophy to the pastor, staff, board, parents, parish and students

_____14. Provides for the orientation of new board members

_____15. Produces a parent handbook

_____16. Schedules the parish clergy into the life of the school

_____17. Sets up a regular pattern of communication with pastor(s) and other church authorities

_____18. Reviews pertinent laws with the faculty and staff

_____19. Plans Catholic Schools Week and American Education Week observances

_____20. Plans recruiting program for new students

_____21. Organizes the year's fund-raising program

_____22. Informs board and other publics as appropriate, of the evaluation of the students, the school, and faculty done in the previous year

Winter (December, January, February)

_____1. Reviews current curriculum in relation to school philosophy, needs and characteristics of present students, and the goals and objectives of the school

_____2. Initiates the budget-planning process for the following year

_____3. Involves the staff in budget planning

_____4. Adopts a process for formulating (or updating) the school philosophy

_____5. Reviews the philosophy yearly with the school

_____6. Clarifies the contractual agreements and/or the placement policies of the religious communities involved in the school

_____7. Plans recruiting efforts to obtain members of religious communities for the faculty and staff

Spring (March, April, May)

_____1. Plans closing events for the year.

_____2. Hires teachers for the following year.

_____3. Obtains evaluation of self and administration from staff and board

_____4. Recruits, interviews, hires teachers for the following year

_____5. Determines contract renewals and dismissals for current staff

_____6. With the staff, selects materials for the following year

_____7. Selects grading and reporting procedures for the following year

_____8. Sees that tuition, salary, and other budget decisions are made for the following year

_____9. Publicizes scholarship opportunities available to students for the following year

_____10. Selects methods of reporting evaluation results

_____11. Decides on the follow-up indicated as a result of the various evaluation procedures done during the year

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